

## 2022-2023 - Year 1 School Learning Plan

### 1. GENERAL SCHOOL STORY

Kerrisdale Elementary Annex is a small elementary school for the English program kindergarten to grade two students in the Kerrisdale Elementary School catchment. Kerrisdale Annex is situated at the edge of Malkin Park in the unceded and traditional territory of the x<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam) Nation. Students have access to a large grass field and a small, forested area to enhance learning opportunities with their teachers. There are currently four divisions with eighty-two students at Kerrisdale Annex. Approximately thirty percent of the school population is ELL. There are students whose first language is English, Bengali, Cantonese, German, Korean, Mandarin, Persian, Spanish, and Ukrainian. Six percent of Kerrisdale Annex students are designated by the Ministry of Education as having special needs. They are supported by the entire staff at Kerrisdale Annex.

Kerrisdale Annex provides a safe learning environment where students and staff are welcoming and inclusive. The Annex Code of Conduct is “Be Safe, Be Kind, Be Fair” which is how everyone conducts themselves in all areas of the school. Students do their best to learn; play safely; take care of each other; and respect the environment. In order to promote the Code of Conduct, students are encouraged to participate in leadership and classroom and schoolwide activities. Grade two students are eager to help out and become assembly hosts and helpers on the playground and in the lunchroom. There are monthly spirit days and fundraising events throughout the year where the staff encourage students to support the school and greater community.

The staff at Kerrisdale Annex are a team of professionals who support the acquisition of academic skills as well as foster personal growth in Kerrisdale Annex students. All staff work collaboratively to teach and assess student learning in core areas. Students are supported to achieve literacy and numeracy benchmarks for their age and grade. They are given opportunities to think critically and creatively. Resource staff support individual and small groups of students in achieving their goals. Every teacher at the Annex develops appropriate teaching strategies, shares resources and expertise, and provides lessons that extend the students’ learning. Staff professional development is aligned with student’s learning needs as well as social/emotional growth in the primary years. Kerrisdale Annex staff work to provide meaningful, enriching activities to support every child’s learning at school.

Parents work as active partners within Kerrisdale Annex. They support students in a number of ways including volunteering with the PAC, the school hot lunch program and the annual Winter Sale. Parents also provide support to classes on field trips or during in-school activities.

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## 2. WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS? (SCANNING)

Kerrisdale Annex is a CELI (collaborative early literacy intervention) school and has spent many years focusing on the literacy skills of its learners. Using report card data it can be noted that most students at Kerrisdale Annex are either approaching or meeting expectations for Language Arts.

Since the onset of the global pandemic in 2019, school staff have noticed a decrease in the social emotional state of Kerrisdale Annex students. Students struggle to solve problems independently, show a lack of perseverance and resilience in the classroom and on the playground. There are more students needing support in the area of Social Emotional Learning on a daily basis. The results of the EDI (Early Development Instrument) from 2021-2022 show that thirty-eight percent of kindergarten students at Kerrisdale Annex are considered vulnerable on one or more of the five scales in the EDI. This data was not a surprise to teachers who had noticed a change in the students at the Annex. One of the possible reasons suggested by staff was that because of the pandemic students had not attended preschool and a number of students currently at Kerrisdale Annex did not attend full-time kindergarten.

This school year staff completed the DESSA mini for all of their students to create a baseline for which to measure growth in the area of SEL over the next three years. The DESSA mini is a strength-based behaviour rating scale that assesses students' social and emotional competence and is used to support social emotional learning. There are eight questions in the DESSA Mini that all start with *During the past four weeks, how often did the child...* The scores from the DESSA showed that overall, the average for students at Kerrisdale Annex is twenty-five point seven out of a possible score of thirty-two.

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## 3. WHAT EVIDENCE SUPPORTS WHAT WE KNOW ABOUT THE LEARNERS? (SCANNING)

The results of the EDI (Early Development Instrument) from 2021-2022 show that thirty-eight percent of kindergarten students at Kerrisdale Annex are considered vulnerable on one or more of the five scales in the EDI. Two of the scores on the EDI fell under the VSB averages for vulnerable students including Language and Cognitive Development and Communication Skills & General Knowledge. Three Kerrisdale Annex scores were above the VSB averages on the EDI scale; Physical Health & Well Being, Social Competence and Emotional Maturity. Overall, the number of vulnerable students at Kerrisdale Annex was thirty-eight percent compared to the VSB average of thirty-five percent.

As noted above the scores of the DESSA Mini also showed that there are vulnerable students at Kerrisdale Annex for their social emotional learning (SEL). Almost twenty percent of students had an overall score lower than the school average. This means that approximately one in five students is unable to achieve the average score.

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#### 4. WHAT IS THE FOCUS FOR OUR COMMUNITY OF LEARNERS BASED ON THE EVIDENCE? (FOCUSING)

As a staff the focus this year within the area of SEL has been having students accept responsibility for their actions. This is the first question asked in the DESSA mini and is key to improving the SEL of Kerrisdale Annex students. This is a focus for all students at Kerrisdale Annex for the next three years. The first goal of the VSB Education Plan is to improve student achievement, physical and mental well-being, and belonging. By choosing to focus on the students' SEL the Kerrisdale Annex School plan aligns with the VSB plan.

This focus on SEL will aid **all** students in feeling a sense of belonging at Kerrisdale Annex. This includes the Indigenous students (from the Aboriginal Education Enhancement Agreement- goal one), ELL students and special needs students of Kerrisdale Annex. By focusing on social and emotional competencies students will be able to achieve their academic goals. Through a schoolwide SEL goal the staff can ensure that SEL is woven throughout academics as well as on its own.

SEL crosses all of the core competencies in the BC curriculum- personal and social, thinking, and communication. This year staff will be using activities that touch on each of the competencies with a focus specifically on personal and social competency. By having a schoolwide focus on SEL students will have common vocabulary, they will see their place within the school community and show care for themselves and others. They will be introduced to the sub-competencies of personal awareness and responsibility, positive personal and cultural identity, and social awareness and responsibility. Some activities will be done in the classroom, library, or at assemblies. The ideas will be presented to students at a level suited for their age with the idea that once students leave Kerrisdale Annex for grade three, they will have had experience with each of the competencies to take with them in their educational journey.

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#### 5. INQUIRY QUESTION (FOCUSING)

What strategies, skills and resources best support the social emotional learning (SEL) of Kerrisdale Annex students to aid them in achieving their individual social and academic goals by the end of grade 2?

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#### 6. WHAT IS OUR PLAN?

Year One:

- Gather information. What is already happening in classrooms? Whole school? Where are we now?
- What is the social emotional baseline for students? DESSA Mini, EDI results.
- Consider potential schoolwide programs and areas of focus. Do practice lessons.
- Choose areas for further focus/learning.

#### Year Two:

- Investigate the PBIS program or another one to create a schoolwide approach and common language.
- Scan data - is anything changing from what is happening in the school? DESSA Mini, teacher observations, office referrals, supervision aide observations... Where are we now?
- What is working?
- What area needs more support/resources?
- Consider other schoolwide programs and areas of focus... How do we get there?

#### Year Three:

- Scan data - what is working? What isn't working and requires support?
- Refine the school wide approach and customize it for the needs of Kerrisdale Annex.

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## 7. WHAT SUPPORTS WILL WE NEED?

SEL is not new to the school. Teachers use a variety of programs, texts, and other resources in their individual classrooms. Programs being used at Kerrisdale Annex include MindUp, Zones of Regulation and Second Step. Staff are also using whole body listening, yoga, chime, lazy eight and square breathing with their individual classes. What is new is trying a whole school program in conjunction with PBIS. Supports that staff may need include texts and anchor charts to go with the chosen program and PBIS. If there are professional development opportunities during the year, staff may want a representative to attend or for the entire staff to attend. SEL goes hand in hand with the core competencies, particularly the area of personal and social competency. All three sub-categories also fall into the area of SEL. These are *Personal Awareness & Responsibility*, *Positive Personal & Cultural Identity* and *Social Awareness & Responsibility*. The second sub-competency, Positive Personal & Cultural Identity also aligns with the school Indigenous goal/focus.

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## 8. HOW WILL WE KNOW WE'RE ON TRACK? (CHECKING)

As was mentioned above, in year 2 staff will scan and revisit data to see if the school is on track with the goal. Regular check-ins during staff meetings, professional days, and other times throughout the year will help guide the decisions about whether the staff is on track. Staff will be asked to complete assessments (DESSA Mini), make observations, and reflect on their practice to see if the focus will remain SEL, or if it needs to be refined and become more specific. This is a long-term process and although the intention is to be successful in three years, it may take longer.

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## 9. HOW WILL WE SHARE THIS INFORMATION? (CHECKING)

Communicating with parents is key to the success of the goal of improving the social emotional state of Kerrisdale Annex students. This communication will happen at the classroom level by the teacher and at the whole school level by the Vice Principal. It may take the form of emails to all families or may be an in-person event like an assembly, or PAC event. Staff would like the language being used to be the same for the students whether they are at school or at home. By sharing the language at school, the hope is that parents will begin to use the language at home. The vocabulary of SEL will be used in everyday conversations in school and on the playground and will be supported by Kerrisdale Annex parents and guardians.



*District-wide Indigenous Focus (worldviews): To increase knowledge, acceptance, empathy, awareness and appreciation of Indigenous histories, traditions, cultures and contributions among all learners.*

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## **10. WHAT LEARNING HAVE WE DONE AT OUR SCHOOL TO SUPPORT AND ENHANCE OUR UNDERSTANDING OF INDIGENOUS WORLDVIEWS AND KNOWLEDGE?**

Kerrisdale Annex is located on the unceded and traditional territory of the x<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam) Nation. The school supports learners by helping them build their knowledge and appreciation for Indigenous histories, traditions, and culture.

Teachers use age-appropriate resources to teach Indigenous ways of knowing and learning within their classrooms. They use books (fiction and non-fiction), videos, guests, and live streams to enhance the learning of all students at Kerrisdale Annex. This year the whole school watched a live stream of author Teoni Spathelfer read and discuss her picture book *Little Wolf*. The author is a member of the Heiltsuk Nation from coastal BC and shared her experiences of being bullied for her Indigenous culture. Students then had the opportunity to reflect on what was presented and how they were going to work on reconciliation personally based on what they heard.

Teachers have used visual arts to highlight Indigenous artists this year. Student leaders do a land acknowledgement at assemblies. Books have been added to the library this year that are written and illustrated by Indigenous authors. Teachers share resources at professional development days that support all primary curriculum through an Indigenous lens. The school courtyard hosts an Indigenous garden that was planted by students last year. The PAC supported the purchasing of plants for the garden. Several teachers attended a cedar weaving workshop this year and are interested in sharing their learning with students. They have made contacts in the Indigenous community and are trying to have experts come into the school for student workshops.

Staff are always searching for ways to bring in Indigenous ways of learning and knowing in an age-appropriate way to Kerrisdale Annex students.

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## 11. WHAT EVIDENCE OF UNDERSTANDING OF INDIGENOUS WORLDVIEWS AND KNOWLEDGE HAVE BEEN FOSTERED WITHIN YOUR SCHOOL COMMUNITY?

Visual representations are visible throughout the year at Kerrisdale Annex. Different classes take responsibility for creating displays of art or writing to demonstrate the learning taking place at the school. One bulletin board is dedicated to indigenous learning. This year the board has hosted creation stories, visual arts, spirit animals and more to show the learning of the grade one and two students.

All students attend sessions in the library and are read and shown Indigenous stories. They are then asked to talk about what they learned. Students will be able to self-assess about what they learned about indigenous cultures, both local and across the country.

Students shared their spirit animal in written and visual form after a several week long unit on the topic. Students wrote about why they chose the animal and created a visual to go with it.

One class learned about the life cycle of the salmon and created posters with text and visuals.

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## 12. HOW WILL WE SUSTAIN AND ENHANCE OUR UNDERSTANDING OF INDIGENOUS PERSPECTIVE AND KNOWLEDGE?

Staff at Kerrisdale Annex are open to learning more about Indigenous perspectives. They are a collaborative group who share ideas and resources. If opportunities are brought to their attention, they are excited to pursue them. Several teachers have reached out to the xʷməθkʷəy̓əm (Musqueam) Nation to look for future opportunities at the classroom and whole school levels.

The Indigenous garden in the courtyard will continue to be a place of learning for future students. It is comprised of four garden beds with local plants. Students will be able to see the changes in the garden from year to year and take neighbourhood walks to see some of the same plants.

Moving forward the staff would like to invite members of the local Indigenous community (the xʷməθkʷəy̓əm (Musqueam) Nation) to the school to speak to students and to build a relationship with them. Students will learn about the accomplishments of Indigenous people and celebrate them and the culture while also learning about residential school in an age-appropriate way. Students will be given opportunities to share their thoughts and acts of reconciliation with others. Classes will go on field trips to build cultural awareness. The collection of Indigenous books in the library and in classrooms will be added to, based on staff discussions and suggestions from the Indigenous Education Department of the VSB.